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The achievement of more adequate vocational guidance services in the nation's schools through the improvement of state supervisory service, was the major objective of the seminar. In additon to 72 state guidance supervisory staff members from 47 states, seminar participants and leadership personnel included 14 counselor educators, 12 state-level vocational education directors or supervisors, 6 representatives of Federal Government, and 5 representatives of business, industry, and labor. A brief listing of the specific objectives of the seminar includes developing group procedures related to vocational planning, analyzing types of vocational education, and economic information available, relating testing services to vocational guidance, and determining needs related to the preparation of counselors for the educational and vocational aspects of the guidance program. During the summer of 1967, a followup study of the seminar identified 215 outcomes either attributable specifically to the seminar or receiving impetus from the seminar. This followup study is available as VT 007 634. (CH)

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FINAL REPORT

Project No. 6-2207
Contract No. OEG-2-6-062207-0727

NATIONAL SEMINAR ON VOCATIONAL GUIDANCE

August 21-26, 1966

September 1968

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VT007635

U.S. DEPARTMENT OF
HEALTH, EDUCATION, AND WELFARE

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Final Report

Project No. 6-2207
Contract No. OEG-2-6-062207-0727

National Seminar On Vocational Guidance

August 21-26, 1968
Northern Michigan University, Marquette, Michigan

Seminar Director, John G. Odgers
State Department of Education
Columbus, Ohio

September 1968

Jointly Sponsored By:
American Vocational Association
American Personnel and Guidance Association

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U.S. DEPARTMENT OF
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Office of Education
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SUMMARY

On the basis of needs identified and discussed during the December 1965 Convention of the American Vocational Association at Miami Beach, Florida, the executive directors of the AVA and the American Personnel and Guidance Association joined forces to sponsor a National Seminar on Vocational Guidance, financed under provisions of Section 4(c) of the Vocational Education Act of 1963. The major objective of the Seminar was identified as the achievement of more adequate vocational guidance services in the nation's schools through the improvement of state supervisory services.

Full details of the Seminar are contained in the 151-page Proceedings, National Seminar On Vocational Guidance, August 21-26, 1966, published in June 1967 and distributed to all participants and the sponsoring agencies. Highlights of the Seminar, which are reported in detail in the Proceedings, included:

-- Keynote addresses by national leaders in vocational education and guidance

-- A panel of state directors of vocational education

-- A panel of national leaders from business, industry, labor, and the U.S. Employment Service

-- Demonstrations, small group discussions, task oriented work groups, and individual consultation

-- Opportunity for independent study and the use of Seminar resource files.

In preparation for the Seminar, all state departments of education were asked to contribute vocational guidance materials, developed at the state or local level, for distribution to Seminar participants. This activity alone made possible the distribution to each participant of over a hundred handbooks, manuals, bibliographies, course or conference outlines, project descriptions and other publications, all of which were representative of good things being done and, therefore, good idea producers for others.

Specific objectives of the Seminar are reflected in the seven work group topics each of which was tackled by a group of from 15 to 20 participants. Each of the following topics forms a section heading in the Conference Proceedings:

1. To develop program proposals for the orientation of students to vocational education opportunities and

requirements and to develop improved group procedures related to vocational planning, course choice, and economic education.

2. To analyze types of vocational, educational, and economic information available and needed, and to recommend approaches to meeting identified needs at both the elementary and secondary level.

3. To relate testing services to vocational guidance and course selection and to develop proposals for vocational course selection techniques.

4. To seek consensus on basic principles regarding school programs of vocational guidance and to develop program recommendations for upgrading counselor competencies in educational and vocational guidance.

5. To increase competencies in establishing and maintaining state supervisory relationships and channels of communication with local schools.

6. To determine needs related to the preparation of counselors for the educational and vocational aspects of the guidance program and to study and determine specific methods by which state guidance personnel and counselor educators may cooperate in pre-service and in-service education.

7. To share methods and techniques for community or area occupational surveys, student interest surveys, and other studies related to the establishment of vocational courses or area vocational schools.

During the summer of 1967, a follow-up study of the National Seminar was made and replies were received from one or more participants from 38 of the 47 participating states. The follow-up study identified 215 outcomes either attributable specifically to the Seminar or receiving impetus or influence from the Seminar. The Seminar follow-up was reported in the 21-page Follow-Up Study Of The 1966 National Seminar On Vocational Guidance, published in September 1968 and distributed to all seminar participants.

INTRODUCTION

On the basis of needs identified and discussed at the December 1965 convention of the American Vocational Association (AVA), the executive directors of the AVA and the American Personnel and Guidance Association (APGA) joined forces to sponsor a National Seminar on Vocational Guidance under provisions of Section 4 (c) of the Vocational Education Act of 1963. The major objective of the Seminar, as identified in the project proposal, was the achievement of more adequate vocational guidance services in the nation's schools through the improvement of state supervisory services.

Initially, a proposal was prepared requesting funding for two seminars, one to serve the eastern United States and one to serve the western section, each to enroll both state supervisory staff members and counselor education personnel. Due to fund limitations, this original proposal was modified and a national seminar primarily for state department of education guidance personnel was approved. In addition to seventy-two state guidance supervisory staff members from 47 states, Seminar participants and leadership personnel consisted of fourteen counselor educators, twelve state level vocational education directors or supervisors, six representatives of Federal government (five USOE and one USES), five representatives of business, industry, and labor, the executive directors of the sponsoring associations (AVA and APGA), and several others representing research organizations or professional associations.

METHODS

Activities related to the Seminar can best be described in three parts: preliminary activities, the Seminar proper, and influences of the Seminar as determined through a follow-up study ten months later.

Preliminary Activities

Four steps were taken in advance of the Seminar, to insure (1) a balanced representation, (2) attention to key problems and needs, (3) the availability of normally unavailable published resources, and (4) top quality resource and leadership personnel:

First, chief state school officers and directors of vocational education were asked to nominate two participants per state, making certain in those states in which guidance supervision is divided between vocational and instruction units that both administrative units were represented.

Second, a detailed planning questionnaire (Appendix A) was sent to all nominees in order that Seminar content could be selected to fit participant recommendations.

Third, all nominees were asked to contribute vocational guidance materials, developed at the state or local level, for distribution to Seminar participants. This activity alone resulted in the exchange of over a hundred handbooks, manuals, bibliographies, course or conference outlines, program descriptions, research reports, and other publications -- all idea producers to help state departments expand vocational guidance services.

Fourth, the planning questionnaire produced direct suggestions for Seminar keynoters and also provided clues to the identification of participants to serve as discussion group leaders and work group leaders. These group leaders met for a day and a half in advance of the Seminar to plan final work group details.

The Seminar Proper

Full details of the Seminar have been published in the 151-page Proceedings, National Seminar On Vocational Guidance, August 21-26, 1966, distributed to all participants in July 1967. A very limited supply of this publication is available at AVA and APGA headquarters for individual distribution. As stated in the Foreword of the Proceedings, "Accent of the Seminar was on practical program ideas to take home and put to work. Background was provided early in the Seminar by keynote papers and discussions. Program content included small group discussion and demonstration, task-oriented work projects, study and adaptation of exhibit materials, and time for individual

exchange of ideas." As a result of the advance collection of state and local materials mentioned earlier, each participant had study- and take-home examples of the best vocational guidance products of almost every state.

The Seminar agenda was built around suggestions made in advance by the participants, using the advance planning questionnaire described previously. The following excerpts from the Conference Summary section of the published Seminar Proceedings (pp 1-2) highlight the content of the Seminar proper:

> "The formal presentations of the Seminar by leaders in business, industry, labor, and education in the first part of this report combine theoretical concepts with practical implications and add substantial knowledge to the literature of vocational guidance. Kenneth B. Hoyt, in his opening address, presented a penetrating analysis of the varying degrees of influence state directors of guidance have had and are having on the Guidance movement. Henry Borow examined the outcomes of four recent conferences on the vocational aspects of guidance. A panel of three vocational educators viewed the responsibilities of state level guidance programs. All of the panel members stressed the importance of guidance, but they differed somewhat in their proposals as to how state departments might best develop and support guidance programs. A paper by Robert Hoppock provided practical ideas about specific guidance activities for possible implementation in Grades K through 12. Grant Venn's paper explored new frontiers in vocational education and provided background material concerning the impact of technology on the meaning of work. The dialogue between Lowell Burkett of AVA and Willis Dugan of APGA was a first and provides a solid foundation for closer relationships between AVA and APGA. A panel, representing business, labor, government, and industry pointed to opportunities for continued and improved cooperation. Information about concrete examples of cooperative programs now in action were presented. Charles Harris and Garry Walz discussed the ERIC program providing information concerning its development and potential use for professionals in the field. The last formal paper was presented by Russell Getson. He offered some refreshing comments concerning the needs and practices of school counselors.
>
> "Throughout the week concurrent group sessions were provided, offering the Seminar participants a chance to hear about successful and innovative programs of vocational guidance. The concurrent sessions provided opportunities

for questions and discussion as well as many opportunities for the participants to tell about successful vocational guidance programs with which they were familiar. ..... Also, throughout the week, various size work groups were busy exchanging ideas, discussing the formal papers, and developing meaningful statements concerning the practice of vocational guidance. Two methods of grouping the participants were used. One method brought the participants together on the basis of the Association of Counselor Education and Supervision (ACES) regions in the country. They discussed the preparation of counselors for the educational and vocational aspects of the guidance program. The other method utilized seven major discussion topics to aid work groups to focus on critical problems of vocational guidance and to develop practical solutions to these problems."

Specific objectives of the work groups are reflected in the two-part topics listed below, each of which was tackled by a group of from 15 to 20 participants:

1. To develop program proposals for the orientation of students to vocational education opportunities and requirements and to develop improved group procedures related to vocational planning, course choice, and economic education.

2. To analyze types of vocational, educational, and economic information available and needed, and to recommend approaches to meeting identified needs at both the elementary and secondary level.

3. To relate testing services to vocational guidance and course selection and to develop proposals for vocational course selection techniques.

4. To seek consensus on basic principles regarding school programs of vocational guidance and to develop program recommendations for upgrading counselor competencies in educational and vocational guidance.

5. To increase competencies in establishing and maintaining state supervisory relationships and channels of communication with local schools.

6. To determine needs related to the preparation of counselors for the educational and vocational aspects of the guidance program and to study and determine specific methods by which state guidance personnel and counselor educators may cooperate in pre-service and in-service education.

7. To share methods and techniques for community or area occupational surveys, student interest surveys, and other studies related to the establishment of vocational courses or area vocational schools.

Deliberations of the group sessions have been recorded on pages 111-143 of the Seminar Proceedings and have been summarized as follows by the Seminar Proceedings editor, Dr. Norman C. Gysbers:

"Throughout the Seminar, several themes seemed to continually cross cut the formal presentations, concurrent group and work group sessions, and the informal get-togethers of the participants. These themes were particularly evident as the participants divided on regional lines to discuss the preparation of counselors for the educational and vocational aspects of guidance:

"1. There is a need for improved communication among personnel in industry, labor, business, and education. Fulfillment of this need will require common definitions since effective communication presupposes at least minimum consensus on terminology.

"2. There is a need for the content of counselor education programs to be attentive to the wide range of functions counselors perform such as follow-up and placement as well as the consulting relationships in which they engage with teachers, parents, and administrators.

"3. There is a need for personnel in education to make more effective use of the wide range of community resources available to them.

"4. There is a need for personnel in education to work more effectively with the decision makers both in and out of the school setting.

"5. There is a need to acquaint personnel in education more adequately with the wide range of available educational, training, and occupational opportunities."

THE FOLLOW-UP STUDY

During the summer of 1967, a follow-up study was conducted to determine vocational guidance projects, activities or services, conducted in the participating states, which were either attributable directly

to the Seminar or which received impetus or influence from the Seminar. One or more participants from thirty-eight states responded to the follow-up questionnaire (more than 80% of the participating states) and 215 specific outcomes were described. Details of the follow-up study have been reported in a 21-page FOLLOW-UP STUDY OF THE NATIONAL SEMINAR ON VOCATIONAL GUIDANCE, published in September 1968 and distributed to all Seminar participants and to the sponsoring associations.

In addition to quoting highlights from thirty-eight of the outcomes reported, the follow-up study also listed the following quotations as more general reactions of participants in retrospect ten months after the Seminar:

> "The longer I am away from the Conference, the more I realize how very much I learned about the importance of emphasis being placed on Vocational Counseling today. It was, indeed, one of the finest conferences I have ever attended."
>
> "I do feel that the Seminar was an invaluable personel experience. Becoming acquainted with and sharing information and experiences with other state supervisors promotes future communication which may be hard to measure but which is a valuable outcome of this type of Seminar. We should have something similar every year in the summer for state supervisors."
>
> "I believe you've had the first conference in a new start for guidance in schools. It was an important occasion."
>
> "Marquette's contribution was to make easier a more effective implementation of our plans."
>
> "I am sure that this Seminar had a greater influence on the State of _____ than may be conveyed by this brief report. ..... The 1966 National Seminar on Vocational Guidance served a valuable function in giving direction to guidance activities in _____. The dialogue, concepts developed, and motivating influence ..... should not be underestimated."
>
> "We did everything that I had hoped we would ..... The type of thing which you started at this workshop is something that can swell into a national influence in our entire movement."

FINDINGS AND CONCLUSIONS

Since the Seminar Proceedings provide verbatim reports of general sessions and summary reports of the group sessions, and since the report of the follow-up study highlights action outcomes resulting from the Seminar, these details are not repeated here in the Final Report, except to quote the final paragraph from the follow-up study which the Seminar Director feels reflects a need felt by most of the participants for similar opportunities for interaction through an ongoing series of seminars, possibly on an annual basis:

> "Not discussed previously in this summary, but mentioned in almost every state follow-up report or letter of transmittal was either a sincere statement of appreciation for the opportunity to participate in the Seminar or an appeal for similar opportunities in the near future. It appears obvious from the reports that guidance specialists on the staffs of state departments of education feel a need for regular personal contact with their counterparts in other states, structured to provide for an exchange of productive ideas. Although two other national seminars* have resulted, at least in part, from recommendations of the Marquette Seminar, nothing has been done to establish an ongoing series of regional or national meetings for state staff members. This remains an unmet need. It can be met to a limited extent if all states regularly exchange copies of all publications with all other states. It is felt that the follow-up study has definitely confirmed the value of the Seminar. The need for 'more of the same' remains."

"*National Seminar on Vocational Guidance, Columbia, Missouri, August 20-25, 1967 and Vocational Development Seminar, West Georgia College, August 18-23, 1968."

APPENDIX

A. OE G2-6-062207-0727 - Project No. 6-2207
PLANNING QUESTIONNAIRE - National Seminar on Vocational Guidance, Cosponsored by the American Personnel and Guidance Association and the American Vocational Association

OE 02-6-062207-0727
Project No. 6-2207

NATIONAL SEMINAR ON VOCATIONAL GUIDANCE

Cosponsored by the American Personnel and Guidance Association
and the
American Vocational Association

PLANNING QUESTIONNAIRE

Please complete the following questionnaire and return it within one week so that seminar planning can utilize your recommendations. It is recommended that you cooperate with the other nominee from your state in order to coordinate the selection of materials to be contributed (Section II) and possible program contributions (Section IV).

I. CONFERENCE OBJECTIVES

The following are the listed objectives of the Seminar on Vocational Guidance. Please indicate your opinion regarding the priority each objective should have as a topic on the program agenda. Use the letter "H" for high priority, "M" for medium priority, and "L" for low priority. The objectives or topics will be covered by one or more of the following methods:

1. General session demonstrations or lecture-discussion presentations.
2. Small group analysis and discussion.
3. Small work-group project activities.
4. Independent study using library and exhibit materials.
5. Individual discussion among participants.

In the column adjacent to the Priority column, indicate the method of coverage you would prefer for each objective or topic, by number. Following item 16, list and rate other objectives you feel should be considered on the agenda.

Priority	Method of Coverage	Objective or Topic
_____	_____	1. To seek consensus on basic principles regarding school programs of vocational guidance. - Roles - Responsibilities - Concept of the Specialized Counselor
_____	_____	2. To develop program recommendations for upgrading counselor competencies in educational and vocational guidance. - Vocational Seminars - Publications, etc.
_____	_____	3. To increase competencies in establishing and maintaining state supervisory relationships and channels of communication with local schools. - Improving service relationships

____ ____ 4. To study the varying organizational structures of state departments of education and their implications for the provision of adequate guidance standards and supervision.

- Recommended staffing patterns
- Vocational education-general education cooperation
- Roles of state staff members, etc.

____ ____ 5. To describe and discuss successful programs developed by participating states for the use of federal funds, available from various sources, for guidance services.

- Salaries - Materials - Counselor Education
- Research - Publications, etc.

____ ____ 6. To study and determine specific methods by which state guidance personnel and counselor educators may cooperate in pre-service and in-service education.

- Recommended programs - Reimbursement patterns, etc.

____ ____ 7. To determine needs related to the preparation of counselors for the educational and vocational aspects of the guidance program.

____ ____ 8. To share methods and techniques for community or area occupational surveys, student interest surveys, and other studies related to the establishment of vocational courses or area vocational schools.

- Needs - Interests

____ ____ 9. To develop proposals for vocational course selection programs and techniques.

- Student selection - Administrative decision
- Screening - Exploration - Criteria, etc.

____ ____ 10. To relate testing services to vocational guidance and course selection.

- Interest - Aptitude - Prediction

____ ____ 11. To identify and to determine means for using resources related to vocational guidance, state supervision, or in-service education, including such resources as:

- The U.S. Chamber of Commerce
- Local Chambers of Commerce
- The National Association of Manufacturers
- The Bureau of Vocational Rehabilitation
- The State Employment Service
- Service Clubs
- Parents
- Organized labor, etc.

____ ____ 12. To find or devise methods for improving supervisory and counselor competencies in the use of economic information in relation to the guidance program.

- Trends
- Business
- Understanding of the labor force
- Industry

____ ____ 13. To analyze the types of educational and occupational information available and needed, and to recommend approaches to meeting identified needs at both the elementary and secondary level.

____ ____ 14. To develop program proposals for the orientation of students to vocational education opportunities and requirements.

____ ____ 15. To develop improved group procedures related to economic education, course choice, and vocational planning.

____ ____ 16. To discuss mutual concerns and identify responsibilities related to the guidance of out-of-school youth and adults in the changing labor market.

(Other objectives which should be considered)

____ ____ 17.

____ ____ 18.

____ ____ 19.

____ ____ 20.

II. LIBRARY AND EXHIBIT FILE OF VOCATIONAL GUIDANCE MATERIALS

It is planned to collect from each state samples of pertinent vocational guidance publications, reports, descriptions of projects or techniques, audio-visual materials, handbooks, research studies and other related materials. These materials will be made available as a library and exhibit file for the participants to use during the Seminar and as permanent exhibits at AVA and APGA headquarters. In addition to the library and exhibit file, selected materials will be made available for distribution to each participant or one copy per state.

In order to develop the library and resource file as well as identify materials for distribution to each participant or state, the cooperation of each state is needed. Please list any appropriate vocational guidance materials which have been developed by your State Department of Education which would be available for:

A. Distribution to all seminar participants (125 copies)
B. Distribution on a limited, one copy per state, basis (75 copies).
C. Library and exhibit materials use (3 copies if possible).

In addition, include outstanding practical examples of materials or program descriptions developed by local schools or organizations in your state which would illustrate good materials and techniques local schools or organizations are developing.

List materials by category (A, B, or C), and if any are available only on a sale basis, please indicate the cost.

Availability Category	Vocational Guidance Materials
___	1.
___	2.
___	3.
___	4.
___	5.
___	6.
___	7.
___	8.
___	9.
___	10.

(If needed, use a separate sheet for listing additional materials.)

If you have materials which are not available for distribution, but you feel that they would make a contribution to the Seminar exhibit, please describe these on a separate page so that a decision can be made relative to display.

For all free materials, send 3, 75, or 125 copies; for cost materials, please send one copy for review. These materials should be mailed at your earliest convenience so that the library and exhibits can be arranged and the take home packets assembled. Send materials to: John G. Odgers, Director, National Seminar on Vocational Guidance, 751 Northwest Boulevard, Columbus, Ohio 43212.

III. RECOMMENDATIONS FOR KEYNOTERS OR TOPIC PRESENTERS

Do you have any recommendations for outstanding keynoters or topic presenters for the Seminar? If so, indicate conference objective by number (1 - 16 or "other" in Section I); indicate person by name, position, and address; and briefly describe the contribution your nominee can make.

IV. PROGRAM PARTICIPATION

Do you have materials (films, filmstrips, exhibits, etc.) or topics which might be demonstrated or presented at the Seminar? These might be used in general sessions or for small group or optional sessions. Briefly describe and indicate time needed.

Questionnaire completed by:

_____

_____

(State) _____

Return completed Questionnaire to:

John G. Odgers, Director
National Seminar on Vocational Guidance
751 Northwest Boulevard
Columbus, Ohio 43212

JGO:DWW:ekb
June, 1966

OE 6000 (REV. 9-66)

DEPARTMENT OF HEALTH EDUCATION AND WELFARE
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800 ABSTRACT

801 Final Report to the U.S. Office of Education of a national
802 project, co-sponsored by the American Personnel and Guidance
803 Assn. and the American Vocational Guidance Assn., which in-
804 cluded two major activities:
805 1) A national seminar having as a major objective "the achieve-
806 ment of more adequate vocational guidance services in the na-
807 tion's schools through the improvement of state supervisory
808 services, and
809
810 2) A follow-up study one school year after the seminar which
811 identified state guidance activities which were either direct
812 outcomes of or influenced by the seminar.
813
814
815 Reports on both of these activities have been distributed to
816 Seminar participants and are on file with the U.S. Office of
817 Education, the sponsoring associations (APGA and AVA), the
818 University of Michigan ERIC Center, and the Seminar Director.
819
820
821
822 Highlights of the Seminar, which are reported in detail in

the Proceedings, included:

-- Keynote addresses by national leaders in vocational education and guidance

-- A panel of state directors of vocational education

-- A panel of national leaders from business, industry, labor, and the U.S. Employment Service

-- Demonstrations, small group discussions, task oriented work groups, and individual consultation

-- Opportunity for independent study and the use of Seminar resource files.